

CONSISTENT STATEWIDE

June 2014

The Wisconsin Educator Effectiveness (EE) Design Team developed the Wisconsin EE Framework to create a consistent **process** for evaluating educators statewide for the dual purpose of improving educator quality and student learning.

This document lists the Department of Public Instruction (DPI) decisions (to date) to establish consistent statewide implementation to meet these primary System purposes. *(Note: Based on consistent feedback, DPI made changes in June, 2014 to the EE System for the 2014-15 school year to better fulfill the System purpose of supporting professional growth that leads to improved student outcomes. This document reflects those changes; but for a specific outline of these changes, see the [EE System-At-A-Glance Infographic](#) or the [EE System-At-A-Glance slides](#)).*

Shaded areas reflect changes or additions to the latest version.

SYSTEM

**For all districts unless indicated otherwise*

Funding	<ul style="list-style-type: none"> In 2013-14, districts (and 2R charters) must have submitted an EE Funding Grant application NO LATER than June 30, 2014. This application will need to be submitted again for the 2014-15 school year. The EE Team sent out the grant and all necessary information in May, 2014, and applications will be due by July 1, 2014. Within the grant application, districts must identify the professional practice model they choose to implement. Districts must use one model to evaluate practice for all educators—there is NO “a la carte” availability. Due to equivalency legislation passed in March, 2014, non-instrumentality charter schools had the opportunity to apply for equivalency for the 2014-15 school year and will have the opportunity to do so annually. DPI will modify the EE Funding application to include two line items—one for district fees to DPI, and one for the district to use to reimburse the non-instrumentality charter schools’ costs for developing and implementing an alternative model (if applicable). More information on this process will come soon.
Implementation	<ul style="list-style-type: none"> In 2014-15, all public schools must implement the Wisconsin EE System annually. <i>(Note: This does NOT mean all teachers in a district must be evaluated each year).</i> DPI has modified the process for evaluations, but has not modified evaluation frequency. Educators are required to complete an Effectiveness Cycle during their first year of employment in a district and at least every third year thereafter. In the EE pilot years, DPI referred to an educator’s evaluation year as a Rating year, and other years as Non-Rating Years. For 2014-15, DPI Changed the “Rating Year/Non-Rating Year” evaluation to a complete “Effectiveness Cycle”; “Rating Year” is now called the “Summary Year” (it summarizes the Effectiveness Cycle process, regardless of how many years worth of data is included). Districts should use the Decision Making Flowchart to determine if the System, as currently designed, will appropriately evaluate a given role in a district. As CESA and community 4K teachers are not employed by or evaluated by districts or public charters, these employees are not mandated by the System. However, if a district wants their

	<p>contracted staff to receive an evaluation using the WI EE System, the district can include such requirements in its contract with the agency and then include the staff in the Teachscape setup forms. DPI will fund this process.</p> <ul style="list-style-type: none"> Although DPI schools are not employed by or operated by a “district,” as employees of the DPI, their staff must implement the Wisconsin EE System. DPI will fund this process. Administrators serving as both a principal and a superintendent will not be evaluated as principals within the EE System. Instead, these educators will continue to be evaluated as superintendents by their school boards.
System Development	<ul style="list-style-type: none"> DPI began discussions with professional organizations, including WASDA, WCASS, and AWSA regarding the development of an EE System for district administrators. <ul style="list-style-type: none"> This discussion resulted in a decision to delay development of a district administrator system and focus first on implementing and learning from the principal and teacher evaluation systems. In the meantime, DPI and WASDA will work with higher education institutions to incorporate instruction related to the evaluation of principals and explore how they can support practicing principals, teachers, and schools as they implement the EE System. Similarly, DPI began discussions with the professional organizations representing service staff (e.g., nurses, counselors, psychologists, social workers, OT/PT, etc). These staff are not mandated for inclusion within the EE System. <ul style="list-style-type: none"> The organizations are interested in developing consistent rubrics of professional practice, but were not prepared to support using student achievement outcomes due to the lack of national research or thoughtful planning on how this could be done in a meaningful/appropriate way. Student Learning Objectives, as currently defined, may not be appropriate for these service roles. If districts and staff are interested in a goal-based evaluation for these staff, they can use SMART goals and/or Program Goals appropriate and meaningful to their role.
System Evaluation and Monitoring	<ul style="list-style-type: none"> The evaluation of the DPI Full Pilot includes surveys, interviews, focus groups, observations, and scoring analyses. The pilot evaluation focuses on providing perspectives and best practices from a representative sample of districts regarding: <ul style="list-style-type: none"> Local time and capacity, with questions addressing the following issues: how much time is required within and across System components; what practices create barriers for capacity; what practices support capacity; and, how can DPI support capacity? The impact of current DPI systems of support and communications. The role of Effectiveness Coaches. Beginning in 2014-15, DPI will use a risk-based monitoring system--any district failing to input scores into Teachscape (or an online system within an approved equivalent model) or providing data that appears skewed (i.e., inflated) could be identified for onsite/increased monitoring. Beginning in 2014-15, districts must participate in the statewide evaluation of the EE System, regardless of model.
SYSTEM <i>*Specific to State DPI Model Districts</i>	
Funding	<ul style="list-style-type: none"> State Model Districts must submit the funding fee (same amount as awarded in their grant) before receiving Teachscape licenses, training, resources, support, or the ability to submit

	claims for reimbursement. Fees will be reimbursed as part of the grant funding process. See Funding Information Brief .
Training	<ul style="list-style-type: none"> All evaluators (superintendents, principals, and others designated evaluators), and educators covered within the System, must participate in Implementation Training, regardless of participation in prior training. The training includes 4 steps: <ul style="list-style-type: none"> Step 1: Orientation Video: Five minute video to introduce anyone impacted by EE to the Wisconsin EE System. Step 2: Overview Module: Released mid-February. This 1-2 hour self-guided online module provides an overview of the EE System. Teachers, principals, and their evaluators will complete this module. Evaluators complete before Step 3. Teachers complete before Step 4. Step 3: EE Plan Process Introduction: Released in May, 2014. All State Model evaluators of teachers and principals will complete this one-day, face-to-face training. CESAs will facilitate this training at no cost using training toolkits. DPI encourages districts to take advantage of these trainings so that evaluators can collaborate with and learn from their peers. However, districts may decide instead to use the toolkits to facilitate the training themselves. To increase transparency, districts are encouraged to send at least one teacher representative to Step 3 Training. Step 4: Deep Dive Modules: All State-Model teachers, principals, and their evaluators complete three self-guided online modules throughout the 2014-2015 school year: 1) at the beginning; 2) during the middle; and 3) near the end of the school year. These on-going, job-embedded modules will provide training to prepare educators to complete important steps of the EE Process, including how to input data into Teachscape. <p>Training to pass Teachscape Certification for Teacher Evaluators: All evaluators of teachers must pass Teachscape certification prior to evaluating teachers during the 2014-2015 school year.</p>
Implementation Support	<ul style="list-style-type: none"> CESA Implementation Coaches (serving as liaisons between DPI and districts) are available to answer questions and provide support to State Model Districts. State Model Districts can also access Teachscape supports found here.
PRACTICE <i>*For all districts unless indicated otherwise</i>	
Goals	<ul style="list-style-type: none"> Educators must develop a minimum of one Professional Practice Goal (PPG) each year. PPGs are not scored. They can, however, provide evidence for relevant teacher or principal evaluation components.
Evaluator Requirements	<p>All evaluators must hold an active administrative license. The administrative license holders that can supervise and evaluate are:</p> <ul style="list-style-type: none"> Principal; Superintendent; Director of Instruction*; Director of Special Education & Pupil Services*; Reading Specialist*; Instructional Library Media Supervisor*;

	<ul style="list-style-type: none"> ○ Instructional Technology Coordinator*. <p>*These administrator positions may require additional training to evaluate principals. See Evaluator Info Brief.</p>
Scoring of Educator Practice	<ul style="list-style-type: none"> • For Teachers: DPI will average scores up to the domain level (for State Model), then average scores across standards or domains for one overall Educator Practices Summary. • For Principals: DPI will average scores up to one overall Educator Practices Summary. • <i>(Note, during the EE pilot, DPI referred to this as a practice score. For 2014-15, it will be called the Educator Practices Summary).</i> • Summaries will be rounded to one decimal point.
PRACTICE <i>*Specific to State DPI Model Districts</i>	
Scoring of Educator Practice	<p><u>Scoring:</u></p> <ul style="list-style-type: none"> • Evaluators of teachers and principals within the State Model must score at the component level. Educators will be rated on all components. • DPI will weigh all Framework for Teaching Domains equally. Because averaged scores may “wash out” key findings, DPI will include a “Flags/Badges” system (or something similar) to indicate strengths and weaknesses in WISEdash Secure. For example: <ul style="list-style-type: none"> ○ Any score of 1 at the component level = a yellow flag; ○ Any score of less than 2 at the domain level = a red flag; ○ Any score of 4 at the component level = a blue badge; ○ Any score of 3 or more at the domain level = a gold badge. • The Flags/Badges system is only intended to provide additional information to district educators. Districts will create their own processes/requirements regarding how to use (or not use) the flags/badges. DPI will not use this information.
Observations	<p><u>Minimum Requirements:</u></p> <ul style="list-style-type: none"> • Principal and Assistant Principals = Minimum of 1 announced school visit during the Summary Year and 2 – 3 additional “sampling” school visits during the Effectiveness Cycle (with a minimum of 2 school visits completed in the Summary Year). • Teachers = Minimum of 1 announced observation during the Summary Year (one 45 minute or two 20 minute, with a pre-observation conference and post-observation feedback) and 3 – 5 mini-observations, with a minimum of 2 mini-observations completed in the Summary Year. • Based on feedback from educators and evaluators regarding capacity concerns, DPI will no longer require an unannounced observation/school visit. However, schools/districts may choose to conduct more observations (announced or unannounced). • DPI has removed the term “walk-through,” as this term has created a lot of confusion—some districts use walk-throughs for system-level/district-level data collection. The intention of DPI was for walk-throughs to provide data and evidence at the individual teacher level to support the teacher evaluation. <ul style="list-style-type: none"> ○ To clarify this distinction, DPI removed the requirement of a walk-through, as currently defined in Teachscape, and will instead require “mini-observations” for teachers, and “sampling school visits” for principals.

	<ul style="list-style-type: none"> ○ Mini-observations/sampling school visits mimic the unannounced observation in Teachscape exactly, with the exception that it is much shorter—but at least 15 minutes. ○ Districts will still have the ability to use Teachscape to conduct their own walk-throughs, but it is not required or included as part of the state System. ● DPI developed charts to demonstrate the different observations for <u>Teachers</u> and <u>Principals</u> to capture evidence of their practices and outcomes in the EE System. State Model districts MUST observe and score Domains 2 and 3 in the Summary Years. To address capacity concerns, district staff can collect evidence for Domains 1 and 4 during throughout the Effectiveness Cycle. (Note: any evidence collected in Supporting Years does not have to be permanent; it can be removed/replaced if better evidence is collected later).
Teachscape	<p><u>Platform:</u></p> <ul style="list-style-type: none"> ● DPI received consistent feedback regarding a variety of ways the Teachscape platform could improve to better support Wisconsin’s EE process (e.g., removing the “approval” process and including a more collaborative structure similar to a Google doc.) ● This feedback has been prioritized and sent to Teachscape to inform platform revisions quarterly. <p><u>Licenses:</u></p> <ul style="list-style-type: none"> ● In 2013-14, DPI paid for all teachers to have an Educator Bundle, all principals and assistant principals (as reported on the 1202) to have an Evaluator Bundle, and all superintendents to have a Superintendent Bundle within Teachscape. ● Beginning in 2014-15, DPI will pay for all teachers to have an Educator Bundle and all administrators in the district to have an Evaluator Bundle based on the numbers listed on the 1202 or enough Evaluator Bundles to support a 10 to 1 teacher to evaluator ratio, whichever is larger. ● All educators and their evaluators using the State Model must use the state Teachscape platform and receive Teachscape licenses from the state for the 2013 Framework. ● If a district wants access to the 2007 <i>Framework for Teaching</i> Rubrics for other educator roles (e.g., counselors, nurses, others), then the district must contact the Association for Supervision and Curriculum Development to purchase the rights to the rubrics and work directly with Teachscape to purchase and customize the relevant platform. <p><u>Teachscape Certification:</u></p> <ul style="list-style-type: none"> ● All evaluators of teachers must pass the certification assessment within Teachscape prior to observing/evaluating teachers. <ul style="list-style-type: none"> ○ Evaluators will not need to recertify every year, only once every four years. If evaluators were certified through Teachscape Focus within the past 4 years, they do NOT have to retake the assessment prior to 2014-15. ○ Evaluators must participate in the Teachscape Calibration (only one-hour total) every semester they are not certifying or recertifying. ○ Local human resource administrators (or another identified district administrator) will have responsibility for identifying when an evaluator was certified and setting a calibration/recertification schedule accordingly. ○ DPI will not require districts to submit documentation of certification/calibration (unless monitoring suggests otherwise). Districts must keep these records locally.

Lock-Outs:

- The Teachscape assessment certification is comprised of two stages that the test taker must pass. If a test taker passes Stage 1 on the first attempt, s/he can move on to Stage 2 immediately. If a test taker fails Stage 1, s/he must wait 24 hours before making a second attempt.
- If a test taker fails two attempts on a stage (during either Stage 1 or 2), s/he must wait 30 days before beginning a second round of attempts to pass.
- If a test taker engages in a second round of attempts, due to failing Stage 1 or 2 twice, s/he must start at Stage 1 again. If the test taker fails both attempts on a stage (either Stage 1 or Stage 2) in this second round, s/he is locked out for another 30 days and must contact their district Focus Administrator to have their account reset.

OUTCOMES

**Outcomes Same Across ALL MODELS*

Measures

- (Note: While an educator's Student Outcomes Summary is still equally balanced with their Practices Summary, because DPI is now providing these as two separate Summaries and not combining them for one final score, the weights of individual outcome measures will total 100% to demonstrate the Student Outcomes Summary. For example, instead of indicating that Graduation Rates will represent 2.5% of an educator's total score, DPI will refer to Graduation Rates as 5% of the educator's Student Outcomes Summary, even though this represents the same weight within the System).
- All principals in schools where growth on the state assessment can be calculated will receive scores for principal value-added (45%), SLOs (50%), and graduation rates (5% for high schools) or schoolwide value-added reading (5% for most elementary & middle schools) beginning in **2014**.
- All teachers and principals for whom growth cannot be calculated will receive scores for SLOs (95%), and either graduation rates or schoolwide value-added reading (5%) **until 2017-18 (at the earliest)**, at which point teacher-level value-added scores will be incorporated.
- When a measure is not available (i.e., value-added, graduation rates, or school-wide reading), the weight of SLOs will expand.

SLOs

- All educators must develop at least 1 SLO annually (*but may develop more, up to a maximum of 6 SLOs over an Effectiveness Cycle*).
- In response to evaluation feedback, DPI refined the SLO scoring process and rubric with input from educators. The update keeps the focus on student outcomes, but also considers the quality of the educator's SLO implementation process. The process and rubric provide clearer guidance for educators and evaluators to develop, score, and learn from SLOs.
- In Summary and Supporting Years, an educator draws upon the [SLO Process Guide](#) and all available evidence of their SLO implementation and student progress to select a self-score using the revised SLO Scoring Rubric (see the [Process Guide](#), page 3) for the SLO. Educators document the scores and evidence in Teachscape (or an alternative online data system. DPI does **NOT** require a peer or evaluator to "approve" a goal.
- Evaluators determine the score by identifying the rubric level that best describes the educator's SLO implementation process and student growth, drawing upon the preponderance of evidence.
- The holistic score is the SLO score that will factor into an educator's Student Outcomes

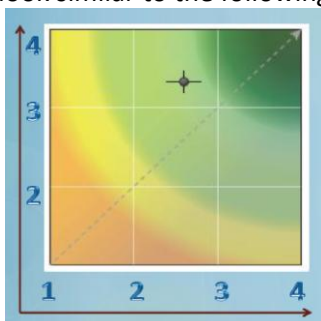
	Summary.																		
Value-Added	<ul style="list-style-type: none">Where available, educators will receive one Value-Added (VA) score in their Summary Year comprised of three years of data (as opposed to a score each year that is then averaged).The VA score will be transformed to a 1-4 scale and rounded to the nearest decimal point.Beginning in 2014-15, DPI will include school-wide reading and principal value-added for appropriate educators. Teacher value-added will not be included until 2017-18, at the earliest, due to the previous lack of teacher-student-course linkages.Note: Principal VA is a NEW measure designed for this System. It controls for variables which may impact school-level achievement but which a principal cannot impact in their first years in a building.																		
Graduation Rate	<ul style="list-style-type: none">DPI will use 4-year and/or 6-year graduation figure, whichever results in a higher score.Educators new to teaching and/or a district will not receive a graduation score initially because the data is lagged and would include data from years prior to the educator’s hire in the district.Educators will receive one score in a Summary Year that is comprised of three years of data (as opposed to a score for three years that is averaged).The score will range from 1 – 4 and rounded to the nearest decimal point.																		
Overall Student Outcomes Summary (Note: previously referred to as “outcome score”)	<ul style="list-style-type: none">All scores will be reported on a 1 – 4 point scale (same as practice).All scores will be rounded to 1 decimal point (same as practice).Individual measure scores will be weighted proportionally (see weights below).Weighted scores will be added together.Outcome Scores will be rounded to nearest decimal. <div><p style="text-align: center;">Student Outcomes</p><table><thead><tr><th>Measure</th><th>Teachers (%)</th><th>Principals (%)</th></tr></thead><tbody><tr><td>SLOs</td><td>95%</td><td>50%</td></tr><tr><td>Value Added</td><td>0%</td><td>45%</td></tr><tr><td>Graduation Rates or SW Reading</td><td>5%</td><td>5%</td></tr></tbody></table></div> <div><p>For Example:</p><table><thead><tr><th>Teacher</th><th>Principal</th></tr></thead><tbody><tr><td>SLOs = 4.0 * 0.95 = 3.8</td><td>SLOs: 4.0 * 0.50 = 2.0</td></tr><tr><td>Value-Added = NA</td><td>Value-Added = 4.0 * 0.45 = 1.8</td></tr></tbody></table></div>	Measure	Teachers (%)	Principals (%)	SLOs	95%	50%	Value Added	0%	45%	Graduation Rates or SW Reading	5%	5%	Teacher	Principal	SLOs = 4.0 * 0.95 = 3.8	SLOs: 4.0 * 0.50 = 2.0	Value-Added = NA	Value-Added = 4.0 * 0.45 = 1.8
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SW Reading = $3 * 0.05 = 0.2$	SW Reading = $3 * 0.05 = 0.2$
Student Outcomes Summary = 4.0	Student Outcomes Summary = 4.0

Score Reporting

* Same Across ALL MODELS

- Local Reporting
- Districts will not have to “submit” additional data reports to DPI for EE. DPI will pull data from existing data collection sources (i.e., state assessment scores and graduation rate), as well as Teachscape, or an alternative model’s online system (i.e., practice scores and SLO scores).
 - EE data will be reported in WISEdash Secure, and only an educator and their administrators will be able to see this data.
 - In the future, educators will have a unique educator ID and will “own” their data. Or, all historical data will move with an educator if/when they change schools/districts. However, Teachscape artifacts and evidence do not move to the educator’s new district. Should an educator want to keep these artifacts, they will have to download and save them.
 - DPI will initially build WISEdash Secure so that if an educator moves to a new district, the new administrator cannot view EE data from the previous district within WISEdash Secure.
 - The final Summary Graph (Note: in previous years this was referred to as a Summary Score) will look similar to the following graphic:



- To use this graphic, DPI would report the final effectiveness cycle summary as a pair of coordinates on a Summary Graph (i.e., Educator Practices Summary, Student Outcomes Summary). For example, assuming the x-axis represents outcomes and the y-axis represents practice, this graphic shows a Summary Graph as (2.6, 3.3), or higher on practice than on outcomes.
- Details associated with this process are still in discussion with the DPI Measurement Group.
- DPI is also considering other graphic representations of final EE data.

- Federal Reporting
- DPI has received approval from the U.S. Department of Education (USDE) to report using the Summary graph, as opposed to numbers or labels.
 - DPI has received INITIAL approval to report data ONLY at the state level, as opposed to the USDE’s initial request for reporting at the school and district level. USDE agreed to this for next year for the following reasons:
 - DPI is building the System to support individual improvement with specific feedback and targeted support, NOT to compare educators across the state. Individual educators, and school or district administrators will have access to all detailed data to inform local decisions regarding professional development and improvement plans, if needed. DPI will use the data to identify state-developed professional development

	<p>needs within regions and across the state, and to monitor implementation of the System.</p> <ul style="list-style-type: none"> ○ The law excludes this data from open-records requests, but our reporting it to USDE would open it up to public record, inherently contradicting our laws. ○ If the System becomes used to compare educators, honesty, trust, and collaboration (each of which is necessary for improved practice) will diminish. ○ Because approximately 90% of the EE System is locally scored, comparing educators across districts could pressure some to inflate scores to make districts and regions look more competitive and influence real estate markets. ○ Using the Summary Graph reporting feature, DPI actually provides USDE better data—DPI can visually show the distribution of educator practice across the state by plotting all 70,000+ educators on the graph—but without any identifiable data (i.e., personal, school, or district).
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